

Montana schools

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Office of Public Instruction

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MEET THE PRESS

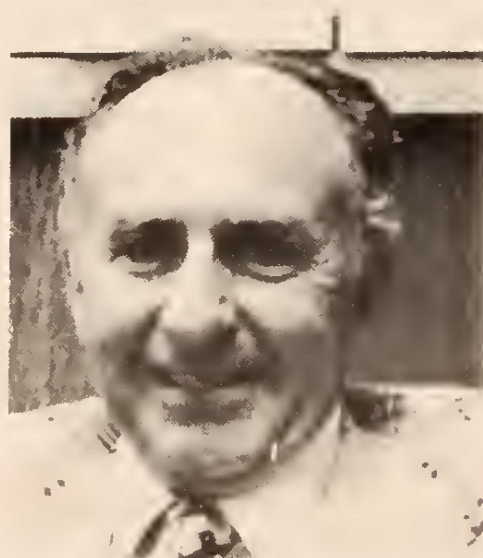
Schools throughout Montana differ in countless ways from size to staff to curriculum. But, according to four individuals who represent schools with enrollments from 65 to 17,500, there's one item that administrators, school boards and teachers find increasingly important and necessary—public relations.

Persons concerned with school public relations have taken a long hard look at the facts and realize that the success and longevity of their schools depend to a great extent on community support. They also have found that through the development of a vital public information program, they almost always foster and increase this needed support.

Montana Schools checked the pulse of school public relations in Montana by arranging for interviews with Bill Willavize, Superintendent at Florence; Charles Frank, Assistant Superintendent for Elementary Schools, Billings; Marshall Jones, Public Relations Director, Billings; and Richard Cunningham, Superintendent at Frazer. We asked each the same question: "What do you do to improve your school's public relations?" Here are the highlights from those interviews.

1. We send weekly newsletters to parents, of course, but also to community people—merchants, doctors, lawyers, business persons etc. and especially to the media.

Marshall Jones



Charles Frank

2. Teachers are your best PR people. Involve them in an active public relations program and listen to their suggestions.

3. We involve the community in setting the goals and objectives for this district. Sure, it's a system of give and take and you have to be a dedicated listener, but in the end, it pays off. It's their school striving for what they want.

4. Don't start a newsletter from the school solely for the purpose of passing a bond issue and only two weeks before the vote. Public information should be a continuing effort.

5. Forget a "Madison Avenue" type of approach—just tell the truth. And, above all, try to have

Bill Willavize



Richard Cunningham

someone who is not an educator read your newsletters and press releases. Make sure that 99 per cent of educational jargon meets an early death.

6. Act instead of waiting to react. Be aggressive and take a positive approach. Take time to let the public know what's right with their school in addition to needed improvements.

7. Get to know your press people—including representatives from radio and television.

8. Encourage the public to attend board meetings and make them interesting. Try some type of entertainment provided by the school before starting the meeting.

9. Never ask for suggestions or advice and then not listen.

10. Assess your school/community needs and in doing this, involve a cross-section of the community. You've got to know and respect the feelings of people who are anti-school. Besides, it's the community school—not yours.

11. Involve your students—get their reactions to their school and listen. Students can be your biggest help in an effective public relations campaign.

12. Open up your school building—encourage use of the facilities by senior citizens, civic groups etc.

13. Involve your local business people and other persons with expertise in a particular field to help in designing and teaching of your school's curriculum.

In preparing and holding this article for publication, the editorial staff of "Montana Schools" found several other schools with excellent public relations ideas which we have included below for your information. The Office of Public Instruction hopes to compile public relations ideas and share them with schools throughout the state. If you or your school has a public relations idea you'd like to share, please send it to "Montana Schools" for publication.

... a monthly newsletter packed with educational information and meeting notices sent to teachers and administrators by Missoula County Superintendent, Gary Steuerwald.

... information programs planned throughout the year by Roundup Schools including a "Back to School Night" for parents.

... Butte School District No. 1's "hotline" designed to answer questions 24 hours a day about the district.

... a newspaper column answering questions on special education services by Harry Erickson, Superintendent at Baker.

... ask your school board newspaper column appearing every Sunday in the Miles City Star.

... Billings schools opening their doors after hours for adult education classes, informational meetings and recreation activities.

... parent sessions focusing on school programs, discipline, curriculum etc. at Cornelius Hedges Elementary School in Kalispell.

... Superintendent's advisory committee initiated by James P. Whitt, Superintendent at St. Ignace.

... quarterly newsletter for parents of junior high speech and English students written by Nancy Vandeventer, Bozeman.

... city, county and school organization of community facilities committee to better utilize space in existing buildings in Lewistown.

MONTANA SCHOOL TESTING SERVICE

A recent publication of the Education Commission of the States in Denver announced erroneously that Montana is the only state that does not have nor is considering a state testing program. Their statement was not only false but also unfortunate because Montana, since 1970, has been heralded as a leader in the development and implementation of statewide testing programs.

Currently there are approximately 12,000 Montana 6th and 12th graders representing 340 schools who are involved in the testing service. These students generally are content to take the tests because they don't have to study the night before and they don't receive individual grades on the tests. The schools which give these tests participate voluntarily and use the test results to note areas in curriculum needing improvement, change, or more detailed testing.

The most well-balanced breakfast would be

- toast with butter, one sweet roll, milk.
- grapefruit, toast with peanut butter, milk.
- cooked cereal, toast with peanut butter, milk.

The Office of Public Instruction distributes these tests free-of-charge to any school wishing to participate. Schools may opt to take one, several or all of the tests. Every January an order blank is sent to school administrators in each school district. Interested schools indicate on this order their choice of the tests to be given and the number of tests and answer sheets needed. At the end of February, the tests are sent out and the answer sheets are returned to the Office of Public Instruction for scoring by the middle of March. Then in May the test results are returned to the local districts for their use. There are two printed copies of the test results, both of which are returned to the district in May. No printed copy of any school's test results is kept at the state level.

The Office of Public Instruction, when asked by local districts, provides consultants free-of-charge to discuss test results with school officials. The consultant's function is always to explain the results of the tests and answer questions. Any curricular changes stemming from test results are the decision of the local school officials.

Schools are encouraged to keep copies of the test booklets and to

examine their test results in light of the questions asked on the test. To aid in this effort, three kinds of test result information are provided by the Office of Public Instruction. Results are presented in a manner which allows school officials to assess the performance of only their students, or to compare their school to a state norm, or to note the success and failure rate of their students on each one of the 900 test items.

As the amount of precipitation in a mining area decreases, the difficulty of land reclamation in the same area may

- increase.
- stay the same.
- decrease.

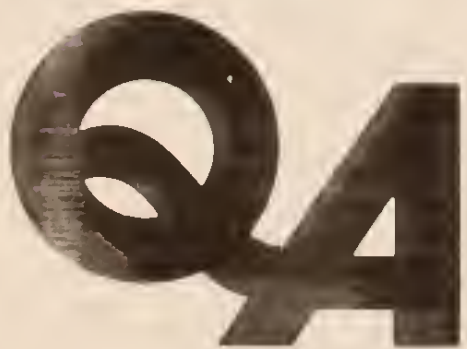
The Montana School Testing Service in the Office of Public Instruction began in 1970 through a grant from ESEA Title III which required every state to formulate some type of assessment program. From that time, 13 tests have been developed covering communication, fitness, citizenship, lifelong learning, careers, character, attitude (toward school), cooperation, environment, change, consumer mathematics and consumer knowledge and attitudes. Four tests remain to be developed in the areas of thinking (problem solving), family, beauty and recreation.

In creating these tests, the Office of Public Instruction chose not to buy commercially prepared or to contract with commercial firms to have the tests written; instead, hundreds of Montanans were involved in developing the tests. For example, in preparing the consumer test which was recently finished, 35 Montanans representing the Montana Chamber of Commerce, Montana Bankers Association, state offices on Business Regulation and Consumers Protection, universities, teachers in home economics and vocational education, school administrators and parents gathered and discussed what was important for consumers to know. From their discussion, test items were written and piloted. This process of involvement which was used for each of the 13 completed tests takes from one to two years to complete, but, as a result, Montana's tests are "tailor-made" for Montana students by Montanans.

For further information regarding the Montana School Testing Service interested persons should contact Bill Connett, Manager, Resource & Assessment Division, 449-3693.

The _____ of the high school received the award for "Administrator of the Year."

- Principal
- Principle



AVAILABLE TESTS

6th Grade 12th Grade

I. Communication, Reading

Phonetic Analysis	Vocabulary
Structural analysis	Usage
Vocabulary	Comprehension
Capitalization and punctuation	
Comprehension	

II. Fitness

Health knowledge	Same topics as 6th grade
Goal setting and persistence	
Feeling of control over environment	
Self-concept	

III. Citizenship

Knowledge of government	Rights and responsibilities
Tolerance of others	Structure of government and political process
Responsibility as a citizen	

IV. Lifelong Learning

Reference and library skills	Reference and library skills
Ordering tasks	Map and chart reading
Map and chart reading	Critical thinking
Critical thinking	Attitude toward lifelong learning
Attitude toward lifelong learning	

V. Careers

Career awareness	Career awareness
Awareness of job focus	Career preparation
	Personal capabilities

VI. Character

Trust and responsibility	Same topics as 6th grade
Honesty and dependability	
Self-understanding	
Self-determination	

Montana government
Feeling of personal responsibility

VII. Attitude (Toward School)

Student Motivation	Same topics as 6th grade
General school climate	
School curriculum	
Teacher student relations	
Peer relations	

VIII. Cooperation

Concern for others' feelings	Same topics as 6th grade
Feelings of acceptance	
Social confidence	
Interpersonal affectiveness	
Tolerance and acceptance of others	

IX. Environment

Environmental awareness and understanding	Same topics as 6th grade
Env. problem solving and ability	
Env. behavior and lifestyle	
Env. attitudes	
Env. awareness	

X. Change

Willingness to risk	Same topics as 6th grade
Flexibility	
Constructive discontent	
Future outlook	

I. Communication - Part 2

Attitude toward reading	Same topics as 6th grade
Attitude toward writing	
Attitude toward speaking	

XI. Consumer Mathematics

No subscales

XII. Consumer Knowledge & Attitudes
Purchasing goods and services
Money management
Savings, investment and insurance
Attitudes and Behaviors

6 12

504 Regulations prohibit discrimination against handicapped

In September 1973, Congress passed a law that prohibits discrimination on the basis of physical or mental handicap in every federally assisted program or activity in the country; this law is Section 504 of the Rehabilitation Act and applies to each recipient of federal financial assistance from the Department of Health, Education and Welfare and to each program or activity that receives or benefits from such assistance.

Section 504 states that: "No otherwise qualified handicapped individual in the United States. . . shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

Final regulations published in the *Federal Register* May 4, 1977, became effective June 3, 1977. The regulations, divided into seven parts, address 1) general provisions of the Act and definitions of terms, 2) employment practices, 3) program accessibility, 4) preschool, elementary and secondary education, 5) postsecondary education, 6) health, welfare and social services programs and 7) procedures applicable to Title VI of the Civil Rights Act of 1964.

The Office for Civil Rights, Department of HEW, is charged with administering the Act and the regulations and enforcing its compliance. They established the following important dates for compliance:

By July 5, 1977

Federal funds recipients should have returned to the Office for Civil Rights a compliance form entitled *Assurance of Compliance With Section 504 of the Rehabilitation Act of 1973, As Amended* (HEW-641).

By August 2, 1977

Programs or activities in existing facilities were to be made accessible to handicapped persons. (Where structural changes are necessary to make programs accessible, federal funds recipients have three years—June 2, 1980—to make such changes).

By September 2, 1977

Federal funds recipients employing 15 or more persons were to have notified participants, beneficiaries, applicants and employees that they do not discriminate on the basis of handicap in violation of Section 504 and the regulations.

By December 2, 1977

In the event that structural changes of existing facilities are necessary to make programs accessible, federal funds recipients must develop a transition plan outlining the steps needed to complete such structural changes. These plans must be available for public inspection.

By June 2, 1978

Federal funds recipients complete a self-evaluation of current policies and practices and their effect. This evaluation is to be accomplished with the assistance of interested persons, including handicapped persons and organizations representing handicapped persons.

By September 1, 1978

Public elementary and secondary schools must provide to each qualified handicapped student a free appropriate education.

By June 2, 1980

Structural changes to existing facilities necessary to make programs accessible to handicapped persons must be completed.

Section 504 will effect fundamental changes in many facets of American life and in the actions and attitudes of institutions and individuals toward handicapped persons.

The federal regulations governing Section 504 of the Act are complex. Districts which do not comply with the provisions of the Act and regulations will not qualify for federal funds administered by Superintendent of Public Instruction Georgia Rice. The Office of Public Instruction will make every effort possible to assist school personnel

with interpretation of the regulations and provide technical assistance. However, since this office does not administer the Act, most technical questions and requests for information and interpretation should be addressed to Mr. Leonard W. Loop, Equal Opportunity Specialist, Office for Civil Rights, 1961 Stout, Denver, Colo. 80294 (Phone 303-837-2991) or to Mr. John Wodatch, Director, Office of New Programs, Office for Civil Rights, Department of Health, Education and Welfare, Washington, D.C. 20201 (Phone 202-245-1821).

The Identity Crisis

By Mrs. Keith Vance,

President of the Montana Congress of Parents and Teachers

Webster defines identity as a condition or character as to who a person or thing is and a crisis as a vitally important stage in the course of anything—a turning point. Readers, this may well be the stage in Montana when you must decide who you are and what you stand for as you work within our educational structure.

Those of us who belong to and work within the PTA structure know who we are and whose side we are on—our objects which reflect that clearly are: to promote the welfare of children and youth in home, school community, and place of worship;

to raise the standards of home life; to secure adequate laws for the care and protection of children and youth; to bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the education of children and youth; to develop between educators and the general public such united efforts as will secure for all children and youth the highest advantages in physical, mental, social and spiritual education.

Our objects and educational programs are promoted and developed through conferences, committees, projects and programs, all of which are directed toward parents, teachers and the general public. We are noncommercial, non-sectarian and nonpartisan. Another basic PTA policy states that the organization shall work with the schools to provide quality education for all children and youth and shall seek to participate in the decision-making process establishing school policy, recognizing that the legal responsibility to make decisions has been designated by the people to Boards of Education.

PTAers know when the time comes to make some of those more difficult decisions that the real question is: What is best for children? We believe in education, we support education, we support

teachers, we support our local boards of education and we also pay the bills. Sometimes this poses a situation that appears unresolvable—but we need only ask ourselves what is best for children? This applies to decisions in every day life, in school matters, government affairs and community decisions as we believe that "What we do to the child, we do to the world."

PTA is besieged constantly with those who question the who, what and why of the PTA. Everybody knows about the PTA and I'm sorry to say that in some areas it conjures up a picture of little old ladies serving tea and cookies at a public meeting. Nothing could be further from the truth. We experience the results of PTA influence in our homes, schools, community and world everyday and yet there are those who challenge our identity. Our association which is 80 years old with 6.5 million members has a network that does whatever needs to be done for children and an organization of members who demand that all people have a voice in the decision-making process—an opportunity to speak for our children.

Yes, we all enjoy the influences of the PTA but I am afraid we take its existence for granted. Often we pay our dues, complain about how they're spent and criticize our leadership for too much or too little action. Seldom do we stand up and say, "yes, I am a member of the PTA. I am proud to be a member of an organization with its objects and ideals. I am proud to make my contribution toward its existence and the development of its programs. I am proud to be a member of an organization that works for children and their welfare and supports their education. I am proud to pay my dues towards a volunteer lobbyist in Helena and five volunteer lobbyists in Washington, D.C. because I know that my voice will be heard through this organization.

I am proud to be a leader in a local unit that knows what is happening in its school. I am proud to be an informed parent."

Being an informed parent does not come easily, rather it comes with involvement—continuous involvement with teachers, other parents, principals, superintendents, school boards—anyone and everyone who influences the lives of our children. Being an informed parent means learning who the forces of education are, where they are, what they stand for and how we can join with them to influence decisions. There is no other organization but the PTA that can involve themselves in the educational processes and work with all those forces in a positive manner.

PTAers recognize that they must be accountable. Accountability is generally what we demand of others. Should we not demand it of ourselves? We certainly demand it of the school, its teachers and the leaders of our organization and our government. PTA shares accountability for the quality of our schools. This means developing the kind of communication that builds a learning climate, helping to allay the hostilities that are all too prevalent, and being able to work together, collectively, as partners.

What PTA can do, besides bringing to bear our wealth of human resources, is what almost nobody else can do as well—bringing people and organizations together to focus directly on children's needs. We can build all kinds of networks that work for children, their education and their welfare.

An illustration to best demonstrate the power of joining together is the PTA's Campaign on Violence on Television. Not only did the PTA challenge the television industry—but it is succeeding in influencing the industry to take a good look at itself and become responsible for better programming thereby bringing about a change that will influence the entire country for years to come. We have just begun but the opportunity is there for all of us to be a part of that influence. The Montana Education Association has now joined with us and offered their assistance in promoting the project in Montana. For that we are indeed grateful, not only for the verbal support, but for the resource support that their organization has to offer.

We recognize only too well that education needs our support—that each part has its role and we believe that one of our roles is to bring these parts together if we are ever to achieve that "quality education for all children" in Montana. Yes, we are proud and we know that we are the largest organization working for children and education in Montana. We can truly identify as the "Voice of the People." We also know that we cannot do it alone and we reach out to you and offer you the opportunity to join with us in achieving our goals.



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USOE grant program deadlines

The U.S. Office of Education has published a list of all its grant programs complete with a brief description of each program and the closing date to apply for a grant. The notice appeared in the October 12, 1977 Federal Register.

The following is a list of the grant programs and their closing dates. Complete details may be obtained by consulting the Federal Register or calling Sandy Hall (1-800-332-3402).

Program Title	Closing date
Fulbright Hays training grants	Nov. 4, 1977
Handicapped research and demonstration (1st cycle)	Nov 8, 1977
(2nd cycle)	Mar 17, 1978
Handicapped children's early education program (new awards)	Nov 9, 1977
Bilingual education—basic programs (new awards and noncompeting continuations)	Nov 15, 1977
Bilingual education—training program (new awards and noncompeting continuations)	Nov 15, 1977
Bilingual education—support services (new awards and noncompeting continuations)	Nov 15, 1977
Bilingual education—tellowship program (new awards and noncompeting continuations)	Nov 15, 1977
Bilingual education—contracts for coordination of technical assistance by State educational agencies (nonc. cont.)	Nov 15, 1977
Graduate and undergraduate—international studies program (new awards)	Nov 18, 1977
Gifted and talented model projects (competitive contracts)	Nov 21, 1977
Program for the gifted and talented	Nov 21, 1977
Gifted and talented (competitive continuations)	Nov 21, 1977
Handicapped children's early education program—outreach projects (noncompeting continuations)	Nov 23, 1977
Vocational education graduate leadership development program	
Institutional applications	Nov 28, 1977
Individual applications	Feb 6, 1978
Handicapped research and demonstration field initiated studies	Dec 7, 1977
Library training program	Dec 9, 1977
Library research and demonstration program	Dec 9, 1977
Metric education program	Dec 12, 1977
Consumers' education program	Dec 16, 1977
Foreign language and area studies fellowship program	Dec 20, 1977
Ethnic heritage studies program	Dec 20, 1977
Arts education program	Dec 29, 1977
Educational opportunity centers	Jan 4, 1978
Special services for disadvantaged students	Jan 4, 1978
Talent search	Jan 4, 1978
Upward bound	Jan 4, 1978
Foreign language and area studies research program	Jan 6, 1978
Follow through—local project grants and sponsor grants	Jan 9, 1978
Follow through—technical assistance	Jan 9, 1978
Community education program	Jan 11, 1978
Women's educational equity act program (New awards)	Jan 12, 1978
(Noncompeting continuations)	Apr 14, 1978
Bilingual vocational instructor training program	Jan 13, 1978
International studies centers and graduate and undergraduate international studies programs (nonc. cont.)	Jan 16, 1978
Public service fellowships and institutional grants	Jan 16, 1978
Cooperative education program	Jan 16, 1978
Right to Read state leadership and training program	Jan 17, 1978
Career education program	Jan 18, 1978
Environmental education program	Jan 20, 1978
Indian fellowship program	Jan 23, 1978
Bilingual vocational training program	Jan 25, 1978
Special programs and projects to improve educational opportunities for Indian children	Jan 27, 1978
Indian education—grants to non-local educational agencies	Jan 27, 1978
Special programs relating to adult Indian education	Jan 31, 1978
Right to read reading improvement projects (new awards)	Feb 3, 1978
Indian elementary and secondary school assistance—grants to local educational agencies	Feb 10, 1978
Vocational educational teacher certification fellowship program	Feb 17, 1978
College library resources program	Feb 21, 1978
Handicapped children's early education model demonstration projects (non-competing continuations)	Feb 24, 1978
Handicapped children's early education program—outreach projects (new awards)	Mar 1, 1978
Contract program for Indian tribes and Indian organizations	Mar 13, 1978
Domestic mining and mineral and mineral fuel conservation—fellowships	Mar 17, 1978
Right to read reading academy program (noncompeting continuations)	Apr 3, 1978
Right to read reading improvement projects (noncompeting continuations)	Apr 3, 1978
Right to read special emphasis projects	Apr 3, 1978
Strengthening research library resources program	Apr 11, 1978
Handicapped children's early education program—State implementation grants (new awards and nonc. cont.)	Apr 14, 1978
Teacher corps "Twelfth Cycle" projects	May 26, 1978

EDUCATION U.S.A./October 24, 1977

Ability counts

Stimulating awareness of the abilities of handicapped persons and encouraging community acceptance of them is the purpose of a contest called Ability Counts sponsored by the Governor's Employment and Training Council. The theme of this year's contest is "Awakening of the New Minority." Participating students should submit themes based on interviews with handicapped persons, with employers and with staff of such agencies as the Disabled Veterans Service, the Montana Association for Retarded Citizens, the Job Service, Vocational Rehabilitation offices, Alcoholism Information and Treatment Centers and United Way. Themes or "survey reports" of no more than three pages will be accepted.

Authors of the five top surveys will receive scholarship bonds in amounts of \$300, \$250, \$200, \$150, \$100 donated by the Governor's Employment and Training Council, the Office of Public Instruction, the Employment Security Division, the Department of Social and Rehabilitative Services, the Human Rights Division, and the Montana AFL-CIO.

In addition, the student winning the first prize will receive a round-trip ticket to Washington, D.C. and \$100 for expenses provided by the Montana AFL-CIO to attend the Annual Meeting of the President's Council on Employment of the Handicapped.

The deadline for themes is February 20 and the five winners will be selected by February 23. Winners will be asked to appear in Helena for an awards ceremony March 10. More details about the contest and the specific format for submitting themes is available from Mark Bowlds, Governor's Employment and Training Council, Box 169--Capitol Building, Helena 59601.

Teacher scholarships available

Montana public school teachers with one year of classroom experience are eligible to apply for six \$300 summer school SCHOLARSHIPS available from the Scottish Rite Foundation of Montana. Application forms and further information are available from the Scottish Rite Scholarship Committee, Box 4879, Helena 59601. Application filing date deadline for the 1978 summer school scholarships is April 10, 1978. The 1977 summer school scholarship recipients were Sharon E. Palmer, Twin Bridges; Cathy S. Childs, Dixon; Harriet K. McKenna, Helena; Clark E. Gardener, Whitlash; Linda L. Rowley, Livingston; and Joyce J. Butler, Hardin.



Please excuse the excuse

So some kids have trouble with the "Pledge of Allegiance."

Some parents do, too. In fact, some parents have trouble with the excuses sent to school for their children's absences. At least, a list of some of the more comical and outlandish excuses, which appeared in a mimeographed leaflet circulated in the district's schools, would indicate that is the case.

It should be noted that the list might not have originated from parents of School Dist. 1 students — but the district's school teachers

could probably come up with a similar one.

Here are some of the choicer ones:

— "Please excuse John for being absent Jan. 28, 29, 30, 31, 32..."

— "Mary could not go to school yesterday because she was bothered by very close veins."

— "Please excuse Sarah for a few days. She fell out of a tree and misplaced her hip."

— "Please excuse Joe Friday. He had loose vowels." (Perhaps

he missed an English class?)

— "Ralph was absent yesterday because of a sour trout."

Then there were these two excuses that must be from parents whose children are real bears when they are ill:

— "Please excuse Joan for being absent. She was sick and I had her shot."

— And, "My son is under a doctor's care and should not take P.E. Please execute him."

Reprinted from the Great Falls Tribune.

WHO'S NEWS

The Montana Adult Education Association named Dave Keltz Adult Educator of the Year. The Association made the award at their annual meeting in Bozeman Nov. 18 and 19. Special awards were made to state representatives Bob Palmer (Missoula) and Gerald Kessler (Billings) for their efforts on behalf of Adult Basic Education

in the last legislative assembly. Dave Keltz has been involved in vocational and adult education in the Butte school system for 27 years. He is currently Assistant Director of the Butte Vocational Technical Center and Director of Adult Education for the Butte school district.

Photo by Al Blockey



Lowvina Huttinga and Harriet Bolhuis of Manhattan Christian; Cliff Isabell of Belgrade and Walter Erickson of Bozeman receive their certificates for completion of the 40-hour safety training program for school bus drivers. Extreme right is Terry Brown, State Supervisor for Pupil Transportation Safety, who

distributed the awards. Extreme left is Captain Griffith of the Montana Highway Patrol who officiated at the banquet-award ceremony. Brown credited Huttinga and Bolhuis as the first private school bus drivers to complete the training program.



Jerry D. Whitmer, a 12-year veteran of the Billings school system, has been named Montana's Teacher of the Year by Superintendent of Public Instruction Georgia Rice. Mrs. Rice commended Whitmer, a physical science teacher at Lincoln Junior High School, for his years of dedication to the teaching profession as well as for his outstanding participation and leadership in civic and community affairs. Whitmer, an active member of the National, Montana and Billings Educational Associations, originated the Annual Thanksgiving Food Drive for the Needy in Billings and has served as a sponsor of Special Olympics for the Handicapped. "All of us who are involved in education," Rice said, "take pride in Mr. Whitmer's achievements, and it is with great respect and admiration that we honor him." As Montana's Teacher of the Year, Mr. Whitmer now becomes the state's candidate in national competition.

Dan Wilkerson, a senior at Flathead High School, was named in July as the first student advisor to the Board of Public Education. Dan has been an active member of the Montana Student Council Association and was selected by their executive board to fill this new post.

To fully utilize his position, Dan

plans to send out a newsletter to 170 high schools in the state with information regarding Board of Public Education activities. He also plans to survey student council members on curriculum ideas and compile the results for presentation to the Board.

Dan is the son of Mr. & Mrs. Ronald Wilkerson of Kalispell.

New OPI Staff

Tom Chesbro who is a native of Belt joined staff last summer as Manager of the Division of Budgeting and Accounting. Chesbro earned his bachelor's degree from the University of Montana and worked for the Department of Highways before coming to the Office of Public Instruction. Phone 449-2560.



Shirley Miller is the new Director of Special Education. Miller came to the Office of Public Instruction from Services for Handicapped, Alberta Provincial Government, where she was Supervisor of the Community Development Unit. Her prior Montana experience includes Bureau Chief of Youth Development in Social Rehabilitation Services as well as director of numerous programs for disadvantaged children in the Office of Public Instruction from 1967 to 1971. Phone 449-2057.

Ralph Branson is the new Budget and Data Manager for the Special Education Unit. Branson came to the Office from Estacada, Oregon school district where he was the Director of Special Education. He received his BA from Linfield College in Oregon and an MA from Oregon College of Education with postgraduate work from the University of Oregon. Phone 449-2057.



SCHOOL FOOD SERVICES MANAGER
BRIS SKILES

School Food Services

NAT. SCHOOL LUNCH PROGRAM

The National School Lunch Program under the USDA through the School Food Services Division in the Office of Public Instruction makes it possible for any school to serve students a lunch every school day.

Each student meal is reimbursed by state and federal funds at a rate set by Congress. In addition, a child's meal is supplemented with USDA donated foods at a cash value of 12.25 cents per child per day.

Long referred to as "Type A," the school lunch was designed to meet the nutritional needs of an active and normally healthy 10-12 year old child, not a child with specific nutritional or dietary concerns. This menu pattern should meet 1/3 of the US - RDA (United States Recommended Dietary Allowances) for this age child. The food items included are protein (usually meat), milk, bread and fruit and/or vegetable. Minimum requirements are: protein - 2 oz. serving; milk - 8 oz.; bread or acceptable equivalent - 1 slice, and fruits and/or vegetables - 3/4 cup of 2 or more. Senior high school students may select any three of the five items.

Nutrients stressed in menu planning are: the mineral iron - daily a good source of vitamin A - every other day; an adequate supply of vitamin C - daily and calories. Much latitude is allowed for ethnic variations, food patterns in specific localities, leeway in marketing opportunities, student likes and dislikes and some nutritional needs such as weight control and dental care.

Do you still have any frozen lemon concentrate??? Have you tried using it in any of these recipes - lemonade, lemon pudding, lemon frosting, french dressing, lemon sauce for desserts, cookies, cake, lemon refrigerator dessert (C-15), lemon ice, in a punch for parties, lemon milkshake, blueberry roll (D-3), cheesecake, lemon pie, mayonnaise (F-3), raisin bar and whipped topping (C-27)? Let's try to use up your supply this year!

FOR SALE: 1 Vulcan restaurant stack oven, approximately 10 years old and 1 Vulcan restaurant range, style 50. Contact - James Kimmet, Superintendent, Wibaux County High School, Wibaux 59353.

NEWSLETTERS

DONATED FOOD NOTES

USDA donated foods to be shipped during November and December are: frozen - whole turkey, cut-up chicken, turkey rolls, ground beef, beef roasts; processed cheese, cheddar cheese, all-purpose flour, bread flour, dry beans; canned - tomatoes, tomato puree, cranberry sauce, mixed fruit and green beans.

USDA foods delivered over, short or damaged need to be noted by the delivery person on your copy and their copy of the 'delivery receipt' (freight bill). Then the delivery person and you should sign your names to both receipts. If possible, check all frozen foods while the delivery person is present. Refuse to accept any food that is thawed. Any over, short or damaged foods should be reported to the School Food Services office immediately.

SAY, "CHEESE". . .

Cheese, normally a dairy product, is used as a protein food in school food menus with two varieties, cheddar and processed American, supplied through USDA donated foods. With the variety of cheese on the market there are many types suitable for salads, sandwiches, sauces, soups, main dishes, dressings, desserts and to eat as they are.

There are natural, blends or imitation cheeses. Some examples are: soft (mild, bacteria or un-ripened) - cottage, cream; semi-soft (mild or bacteria ripened) - Bleu, Colby, Muenster; hard (bacteria ripened) - Swiss, cheddar; very hard (bacteria ripened) - Parmesan, Romano. Cheeses are a good source of the nutrients calcium, phosphorus, riboflavin, vitamin A and protein.

When cooking with cheese always use low heat, as high heat makes it tough and stringy. Cheese is best when served at room temperature, except cottage which should be chilled. To shred or grate cheese easily, have it very cold. Cheese should be stored in the refrigerator. Cottage cheese should be used within a few days or freeze and use within a month. USDA cheese should be used during the program year.

The following menus were developed by school lunch personnel throughout the state.

SUGGESTED MENUS

Monday, Dec. 12
Tuna & noodle casserole, cheese wedge, green beans, fresh pineapple wedge, milk.
Tuesday, Dec. 13
Hamburger, school-made bun, french fries or tater tots, pickles, raw relish tray, milk.

Wednesday, Dec. 14
Pizza w/ meat, coleslaw w/ fruit, milk.
Thursday, Dec. 15
CHRISTMAS DINNER
Turkey, dressing, mashed potatoes, gravy, cranberry sauce, graham cracker fluff, milk.
Friday, Dec. 16
Fish sticks, french fries, tossed salad, school-made roll, peanut butter cookie, milk.
Monday, Dec. 19
Scalloped potatoes w/ ham & cheese, green beans, whole wheat bread, milk.
Tuesday, Dec. 20
Pigs in a blanket or corn dog, tater tots, peas w/ fresh carrots, applesauce, milk.
Wednesday, Dec. 21
Creamed turkey & chicken, toast or rice, cheese wedge, carrot & raisin salad or carrot sticks & raisin cup, lime jello w/ fruit, bread, milk.
Thursday, Dec. 22
Spaghetti w/ meat sauce, chopped lettuce, french bread, canned peaches, milk.
Friday, Dec. 23
Chunky vegetable soup w/ beef, toasted cheese sandwich, raw relish tray, applesauce, milk.
Tuesday, Jan. 3
Beef gravy, mashed potatoes, carrot sticks, school-made rolls, oatmeal-raisin cookie, milk.
Wednesday, Jan. 4
Macaroni & cheese, peas, school-made bread, peanut butter cup, half apple, milk.
Thursday, Jan. 5
Barbecued ribs, corn, fresh pineapple wedge, ketchup-mustard, milk.
Friday, Jan. 6
Chili, crackers and/or cinnamon roll, carrot & celery sticks, canned peaches, milk.
Monday, Jan. 9
Burritos, tossed salad, bread, half apple, milk.
Tuesday, Jan. 10
Roast beef, mashed potatoes, gravy, spinach or beets, school-made rolls, fruit jello, milk.
Wednesday, Jan. 11
ENERGY SAVING
Chili salad and/or hoagie sandwich, crackers, fruit cocktail, no-bake cookie, milk.
Thursday, Jan. 12
Tuna & noodle casserole, mixed vegetables (canned or raw), cheese sticks, orange juice, milk.
Friday, Jan. 13
Meat loaf, green beans, baking powder biscuits, canned peaches, milk.
Monday, Jan. 16
Taco crunch w/ lettuce, tomato & cheese, whole kernel corn, lemon cake, milk.
Tuesday, Jan. 17
Chicken roll, gravy, tossed salad, canned apricots, milk.
Wednesday, Jan. 18
Hamburger, school-made bun, french fries, pickles, ketchup-mustard, canned peaches, milk.
Thursday, Jan. 19
Fish patties, school-made rolls, corn, fruit jello, tartar sauce, molasses cookie, milk.
Friday, Jan. 20
Steak rice, tossed salad, bread sticks, banana, milk.
Monday, Jan. 23
Pizza w/ meat, raw relish tray, applesauce, milk.
Tuesday, Jan. 24
Stew, school-made roll, Waldorf salad, prune cake, milk.
Wednesday, Jan. 25
Fried chicken, potato salad, baking powder biscuits, canned peaches, milk.
Thursday, Jan. 26
Beanie wienie, carrot & celery sticks, whole wheat roll, applesauce, milk.
Friday, Jan. 27
Porcupine meatballs, green beans, cornbread, peanut butter bar, milk.
Monday, Jan. 30
Spaghetti w/ meat sauce, french bread, tossed salad, cheese sticks, banana cookie, milk.
Tuesday, Jan. 31
Scalloped potatoes w/ ham & cheese, school-made roll, half orange, milk.

TRAFFIC SAFETY
CONSULTANT
CURT HAHN

Traffic and Safety Education

SAFETY BELT USAGE

A new series of pamphlets by the Department of Transportation on safety belts for use by educators is now available. These pamphlets are written in layman's language and are aimed at all educators to mobilize their influence on passengers as well as new and potential drivers.

The National Highway Traffic Safety Administration will make print negatives of all materials available to officials and organizations wishing to print their own copies.

For single, free copies of each of the following pamphlets write to:
General Services
Division/Distribution
National Highway Traffic
Safety Administration
Washington, D.C. 20590

Getting the Safety Belt Message Across--A Guide for Driver Education Instructors--Presents guidelines for five classroom presentations on safety belts to supplement regular traffic education curriculum.

The Safety Belt Message--The Student's Lesson--Self-directed student's learning booklet presenting the reasons that safety belts should be worn and how to wear them properly.

How Many of These Fairy Tales Have You Told?--Presents most common reasons given for not wearing safety belts and counters them with facts.

Safety Belt Activity Book for Teachers of Grades K-6--Illustrated instructions for 20 classroom/group activities designed to inform children about belts and encourage their use.

Safety Belt Game--Board game for two to four children to play suitable for grades 2-6.

INDEX OF TRAFFIC EDUCATION ARTICLES

An index of all the articles published in the *Journal of Traffic Safety Education* for the period January, 1967 to April, 1977 has been organized and published. Each article in the index can be found under major headings such as Adult Driver Education, Bicycles, Films, Crash Avoidance etc. Send \$1.00 plus a self-addressed envelope with 28 cents postage on it to: Dr. Richard Kaywood, Publications Editor, Journal of Traffic Safety, 2784 W. Wilberta Lane, Anaheim, CA 92804.

HANDICAPPED TRAFFIC EDUCATION EQUIPMENT

Should you be in need of equipment and accessories to modify a motor vehicle to accommodate a handicapped student who wants to learn to drive you should contact Curt Hahn in the Office of Public Instruction. He will provide you with current information. Many times, this equipment can be obtained for you on a free loan basis.

ADTSEA MEMBERSHIP DRIVE

You may be eligible for membership in the American Driver and Traffic Safety Education Association (ADTSEA) at a 50 per cent discount. Bumpa-Tel, Inc. has agreed to pay half your annual membership fee if you qualify. That's a \$12.50 savings. For further information contact: John Goebel, Director, Traffic Education and Safety, Northern Montana College, Havre 59501, phone 265-3288.

THE "SMITH SYSTEM"

Five keys to "space cushion" driving:

- 1) aim high in steering,
- 2) get the big picture,
- 3) keep your eyes moving,
- 4) leave yourself an out,
- 5) make sure others see you.

A SAFETY PROGRAM FOR BUS DRIVERS AND OTHER ADULTS

In cooperation and coordination with the Office of Public Instruction and in the common interest of reducing highway traffic and school bus accidents, the Montana Safety Foundation, under the auspices of the National Safety Council, is now available to conduct courses of instruction vital to Montana's adult driver improvement program. These programs are the National Safety Council's Defensive Drivers' Course (DDC) for adult drivers, and the School Bus Supplement for school bus drivers.

These courses are available upon request for members of the Montana Safety Foundation at the following rates: DDC only--\$7.50 per student, DDC and School Bus Supplement--\$12.50 per student.

Non-member prices are as follows: DDC only--\$10.00 per student, DDC and School Bus Supplement--\$15.00 per student.

School membership in the Montana Safety Foundation, which is a non-profit, non-political, non-governmental and civic supported organization, is \$25.00 per year.

The DDC course is an eight-hour program of instruction and the School Bus Supplement is an additional two hours. Minimum class size for the basic DDC program is set at 20 students and the School Bus Supplement is available to any number of those 20 or more students who participated in the DDC basic program.

If you are interested in these important adult drivers improvement programs please contact Don Bissell, Manager, Montana Safety Foundation, Belt 59412, or telephone 73B-4440.

FREE LOAN VEHICLES ARE GIVEN A TAX BREAK

House Bill No. 169 passed the 1977 Legislature. This law says that a school district that is furnished a new motor vehicle by an automobile dealer without charge for use as a traffic education motor vehicle must pay the new motor vehicle sales tax. Prior to this legislation these motor vehicles when returned to the dealer and subsequently sold were considered used vehicles and were assessed personal property taxes. As you know, used vehicle personal property taxes for the first licensing year of a vehicle are much higher than the motor vehicle sales tax for new vehicles. Hopefully, this means that the dealer providing you a vehicle without charge will be able to sell that vehicle more easily upon its return after use in your program. Please note that the vehicle must be furnished without charge. If a dealer does charge you for use of a traffic education vehicle that vehicle will become a used vehicle upon return to the dealer. All persons responsible for obtaining these vehicles should be sure the participating dealer understands this law.

TRAFFIC ED SAVES FUEL

Even though it takes an average of six gallons of gasoline to prepare a high school traffic education student for a lifetime of safe, fuel-efficient driving, over the long term, traffic education can save fuel. If all of the 115 million U.S. car and motorcycle drivers had learned fuel saving techniques in traffic education, a 10 per cent reduction in gasoline consumed could easily be achieved. The average driver consumes 37,314 gallons of gasoline in a lifetime. This fuel savings multiplied by millions of drivers would be staggering.

Here are some simple things you can do to improve your vehicle's fuel economy and help cut down on the nation's petroleum consumption: (Remember, while you're saving fuel you are saving money!)

Drive at steady speeds--even slight changes in throttle position waste fuel. Avoid unnecessary braking--drive at moderate speeds and always anticipate the traffic situation ahead so you avoid the need to stop. Accelerate gently except when entering a high speed traffic lane. Drive at 55 or less. Avoid excessive idling--idling for more than a minute takes more gasoline than it does to restart the engine. Don't race the engine or pump the accelerator. Plan short trips and errands carefully and combine them whenever possible. Form or join a car pool. If available, use public transportation. Don't use air conditioning unless absolutely necessary. Avoid carrying unnecessary weight. Check wheels and tires for proper alignment and pressure. Keep your vehicle engine tuned according to the specifications given in your owner's manual. Purchase only the size car, optional equipment, and accessories you really need.

The English Bulletin

LINDA SHADIOW, ENGLISH CONSULTANT

THE ENGLISH TEACHER'S CHRISTMAS LIST

Some of the most valuable resources for an English teacher's reference shelf are less expensive than one might expect. Review these annotations, check off items you would like to find under the Christmas tree, and tack the sheet to the bathroom mirror, the refrigerator door, or the bulletin board in your classroom. And bring it to the attention of the wool sock-silk scarf-paisley tie gift givers in your midst!

MINI COST -- UNDER \$5.00

The Newspaper (in the Primary Classroom, in the Elementary Classroom, in Secondary English and Language Arts, as a Tool for Educational Learning Disabilities). Each of these teacher guides details methods for the effective use of the newspaper in the classroom. \$3.00 each from Patti Davis, Education Services, Minneapolis Star and Tribune, 425 Portland Ave., Minneapolis, MN 55488.

Games. One issue of this magazine can supply you with many examples of word games, crossword puzzles, photo puzzles, and brain benders to augment a classroom language game file. It is a new bimonthly publication available at many magazine stores, \$1.25 per issue. A charter subscription rate of \$4.97 for six issues is also available from Games, P.O. Box 10147, Des Moines, IA 50340.

Kids In Print. Here is a list of children's magazines that publish young people's creative efforts. Included with the publication are hints on how to make a class project on getting a picture, poem, or story printed. \$1.75, Teacher Reprints, P.O. Box 8414, Philadelphia, PA 19106.

Yellow Pages Of Learning Resources. Richard Wurman, Editor. The book's design imitates the yellow pages of the telephone directory. It is a guide to community resources and their potential for augmenting classroom lessons. It consists of seventy alphabetically arranged categories ("accountant" to "zoo") and tells how to tune them in and use them as valuable learning tools. Exciting resources for teachers at all levels. \$1.95, MIT Press, Massachusetts Institute of Technology, Cambridge, Mass. 02142.

A Parent's Guide To Children's Reading. Nancy Larrick. This is an inexhaustible source of exciting materials for children of all ages, for every reading level and interest. It can serve as a resource for both parents and classroom teachers who are interested in coordinating efforts to improve students' reading. The book discusses the impact of television; reviews the developmental process of reading; includes suggestions for building home li-

braries, buying children's books, selecting encyclopaedias; lists children's magazines, books, and films. This book is the type of book you have to read quickly before others begin borrowing it. \$1.95, Bantam Books, Inc., 666 Fifth Ave., New York, NY 10019.

Help Your Child To Read And Write And More. David Mackay, Joseph Simo. Many parents are uncertain of how children learn and what they can do to help. The authors stress that learning grows from a child's environment and present the handbook as a preparation and reinforcement guide for parents. They detail how handwriting can grow out of painting, how to recognize and relate different sounds, letters and words. They also include full information about books to look at and read with young children. \$2.95, Penguin Books, Inc., 7110 Ambassador Road, Baltimore, MD 21207.

MIDI COST -- \$5.00- \$10.00

Prime Time School TV. Well thought out curriculum units (ie. news, energy, heroes) and teaching materials are available with a PTST subscription. The teaching helps accompany Masterpiece Theater productions, commercial television specials and selected public television programs. \$10.00 year subscription, 120 S. LaSalle St., Chicago, IL 60603.

Kids 'N' Katalogs. Louise and M.C. Weber. The book is a compendium of original language arts activities designed to utilize old mail order catalogs in an instructional setting. Easy to follow lesson plans introduce and reinforce basic communication skills and concepts for early and middle graders. \$5.00, Incentive Publications, Inc., P.O. Box 12522, Nashville, TN 37212.

Ideas For Teaching English Grades 7-8-9. This looseleaf binder contains more than 400 pages of successful practices for teaching junior high English. Categories include reading, composition, literature, vocabulary building, spelling, speech, dictionary study, and mass media. \$8.50 for non-NCTE members, \$6.25 for members. Order No. 22558R, NCTE, 1111 Kenyon Road, Urbana, IL 61801.

Errors And Expectations: A Guide For The Teacher of Basic Writing. Nina P. Shaughnessy. This book tackles the specific problems of punctuation, syntax, spelling, vocabulary, sentence structure and stylistic grace. A great deal of "bad writing," Shaughnessy says, may well stem from nothing more complicated than the student's lack of practice. (Read the review in *Atlantic Monthly*, Sept., 1977, Page 95.) \$8.00, Oxford University Press, 200 Madison Ave., New York, NY 10016.

Games To Improve Your Child's English, Abraham B. Hurwitz, Arthur Goodard. This book contains a wealth of creative activities for teaching and reinforcing language skills at all ages. It makes use of the play instinct in over 200 word games--puns, conundrums, rhymes, puzzles--reflecting the endless variety of language. The games are adaptable to many levels, elementary through advanced. \$9.95, Simon and Schuster, 630 Fifth Ave., New York, NY 10020.

Inventing And Playing Games In The English Classroom: A Handbook For Teachers, Kenneth Davis and John Hollowell, editors. Simulation games can be a serious method of teaching composition, language and literature. This 150 page book covers the necessities: how to run the game, how to design the game, how to use the game. It views games as learning activities and cautions against overuse and abuse. Complete descriptions of procedures for eight games are included ("The Madison Avenue Game" has students collaborating in writing a television commercial, "The Publishing Game" encourages players to mirror the real-world process of writing and editing). \$6.50 (\$5.00 for NCTC members), No. 23724J, National Council of Teachers of English, 1111 Kenyon Road, Urbana, IL 61801.

Questions English Teachers Ask, R. Baird Shuman. The author sent letters to 1500 English teachers requesting that they submit the questions which most perplexed them professionally. He then compiled the questions and solicited answers from English teaching leaders around the country. Seventy nine questions and detailed answers are included in the book; they are grouped under headings of "Professional Concerns," "Writing," "Reading," "Literature," "Drama," "Grammar," "Dialects," "Speaking and Listening," "Spelling and Vocabulary," and "Articulation with Higher Institutions." This would be a valuable addition to any professional resource collection. \$7.16, Hayden Book Company, Inc., 50 Essex St., Rochelle Park, NJ 07662.

MAXI COST -- \$20.00 AND OVER

National Council of Teachers Of English Membership. A membership entitles you to resource material discounts, a choice of a monthly journal (at elementary, secondary, or college level), access to committees and commissions concentrating on major professional concerns, and reduced registration at over 20 national and regional conferences, institutes, conventions and workshops. \$20.00, NCTE, 1111 Kenyon Road, Urbana, IL 61801.

Stratford Weekend. Take a spring weekend and wing to Shakespeare's home. Isn't there someone in your crowd of friends who would pick up the \$1200 price tag? It would be a magnificent contribution to an English teacher's academic and spiritual growth!



RITA BROWNLEE
READING CONSULTANT

reading newsletter

Children who have no interest in listening to a story being read may have a hearing or attention problem which may lead to later difficulties in reading education. Children who are restless or hyperactive while reading may be having a problem seeing what is being read.

Parents can also help their children greatly by being supportive. The parents should help the child feel comfortable about an educational problem to enable that child to deal with the problem more positively.

Children faced with an educational disability often suffer from a sense of failure. Parents must work to improve their children's self-confidence. They can do this by praising the child when something is done well, and trying not to be critical when errors are made. In many situations, the actions of parents at home will be part of the educational treatment for a child who is having difficulties in learning to read.

WORD SERIES

Write a short word on the board. Ask a child to see if he can change one letter to make a new word. Then another child changes one letter in that word. Examples: kind, find, mind. Or mine, mane, mare, maze, and so forth. Try to get as many children as possible to contribute a word.

FEDERAL READING IMPROVEMENT PROGRAM

The Office of Public Instruction held its first training session this past summer in Helena under the federal improvement program.

Those involved this year include: Betty Nash and Kathy Doolittle, Florence-Carlton District 15-6; Frank Magee, Whitehall Districts 4 & 47; June Atkins, Deer Lodge District No. 1; Harriet Mauritsen, Eureka District No. 13; Donna Ellison, Bozeman District No. 7; Doug Denson, Broadview District No. 21J; Ida Lytton, Ronan District No. 30; Netzy DeMott, Livingston District No. 4; Linda Bruner, Pondera County Superintendent; Norma Denny, Teton County Superintendent; David Watson, Broadus District No. 79J, Barbara Stegner, Helena District No. 3; and John MacDonald, Arlee District No. JT & 8. These coordinators were trained in a process for obtaining reading improvement. The process is directed toward building a failure-proof reading program that meets the needs of each district.

PARENTS HAVE A DUAL ROLE

It is important for parents to recognize the dual role they have when it comes to their children's reading education.

On the one hand, parents should encourage their children to read and enjoy reading. There are many simple ways of doing this at home. Parents should read to their children, talk to their children, and make sure their children see them reading at home. Parents can also take their children on short trips in town and then help the child write short stories about what they've seen or where they've been.

On the other hand, parents must pay attention to the reading education their children are receiving and be aware of some of the signs of potential problems for those few children who have difficulties in learning to read.

PUBLICATIONS (These are not necessarily endorsed by the Office of Public Instruction)

Language Experience Activities. Roach Van Allen and Claryce Allen. Paper. 276 pp. Houghton Mifflin, 1976. \$6.95

More than 250 language activities designed for classrooms are presented. The major purpose of this publication is to stimulate teachers to select and build language activities around concepts that promote growth in the communication abilities of every child.

Developing Language Skills: Can You Describe It? Series of four captioned filmstrips. Encyclopaedia Britannica Educational Corporation, 1976. \$32.90

Filmstrip titles: "What Can You Hear?", "What Can You See?", "What Can You Touch And Feel?", and "What Can You Taste and Smell?". Pictures help children develop vocabulary for describing sensations of the five senses.

PEARL

Helena's Project to Encourage Appreciation and Reading of Literature has been funded as an incentive grant by Title IV. Hawthorne Elementary School houses the project and Elaine Heen is the contact person. "PEARL" is the development of a reading program using multi-media literature units and the Wisconsin Design open-ended objectives in the interpretive, creative and self directive areas as its framework. Varying, motivating and self-directing job cards are used to meet a wide span of interests, abilities and levels of skill development. Although the program is designed to reach all students in the classroom, it is particularly beneficial to students reading above grade level. The unit is designed to provide for cooperative planning between the teacher and student to personalize reading instruction by adjusting reading levels, skill assignments and selection of instructional materials. No evaluation finds to date.

IDEA SWAP

When parents ask, "How can I help my child at home with his reading?" what can you suggest? Below are some ideas that you might want to give to parents.

1. Give the child the idea that reading is important.
2. Have plenty of reading materials in the home.
3. Encourage the use of school and public libraries.
4. Encourage the use of the dictionary.
5. Provide a time and place for reading at home.
6. Set a good example through your own interest in reading.
7. Do things together which provide the experience to give words meaning.
8. Read aloud together. Ask the child to read reports prepared for school or to read the newspaper account of something you both are interested in.
9. Don't create anxiety and tension over reading problems in your eagerness to help.
10. Encourage the student's progress without pressuring.
11. Encourage the school to provide adequate library resources, and support the hiring of special teachers.
12. Remember that developing reading skills takes practice and patience.

READING IMPROVEMENT PROJECTS

The National Right to Read Office must have applications for Reading Improvement Projects by February 3, 1978. This deadline refers to first year project applications. The deadline for submitting project applications to the state office is January 6, 1978. We will not accept applications after that date. Projects should be sent to Rita Brownlee, Reading Consultant, Office of Public Instruction, Helena 59601.

Reading Improvement Projects must be designed to strengthen reading instructional programs in elementary schools having large numbers or a high percentage of children with reading deficiencies. Projects also may be designed to establish and improve programs in language arts and reading in pre-elementary schools, in areas where there are large numbers or a high percentage of elementary school children with reading deficiencies, and to develop the capacity of pre-school children for reading.

Project application forms, regulations, and guidelines, should be requested from: Programs Operation Branch, Right to Read Effort, Room 2108, U.S.O.E., 400 Maryland Ave. S.W., Washington, D.C. 20202 phone (202) 245 7922.

WHAT'S THAT AGAIN?

I've been reading so much about the bad effects of smoking, drinking, over-eating and sex, that I have decided to give up reading.

Grants available

The U. S. Office of Education has announced the availability of 145 Vocational Education Leadership Development Program grants. For these three year grants eligible candidates must have had at least two years of experience in vocational education, business or industrial training, and have completed a minimum of a baccalaureate degree. The grants provide stipends of \$5,400 per year, plus \$845 for each dependent. Applications must be obtained by writing:

Vo. Ed. Graduate Leadership Program
Vo. Ed. Personnel Development
Div. of Research and Demonstration
Bureau of Occupational and Adult Education
U.S. Office of Education
400 Maryland Ave. SW, Room 5652, ROB No. 3
Washington, DC 20202

The U.S.O.E.'s deadline date for receiving completed applications, as announced in the October 12 Federal Register, is Feb. 6.

Further information may be obtained from Barbara Crebo, Professional Development Coordinator, Office of Public Instruction, 449-2087 or 1-800-332-3402.

VFW offers \$25 bond

Would those students who assisted the V.F.W. and Auxiliary with the Voice of Democracy Scholarship and who wish to be considered for the \$25 bond, please send in a paragraph summarizing your assistance. Paragraphs should be sent to Walt and Doris Marshall, State Chairmen, 931 Knight St., Helena 59601.

Textbooks sought

School District No. 1 in Jordan is trying to locate the following two fourth grade textbooks which are out of print-OPEN HIGHWAYS and VENTURES, Scott Foresman and Company, copyright 1965, the Open Highways Readers by the Curriculum Foundation Series.

Any school willing to sell, rent or lend these books for the remainder of the year should contact Donald H. Wolslagel, Principal, S. D. No. 1, Jordan 59337.

County Superintendent: serving rural Montana

by Margaret Brown,
Gallatin County Superintendent

"The county superintendent? All she does is supervise Montana's rural schools and there aren't very many of them left."

Since this is the common view of the county superintendents' role, let's take a look at their responsibility to rural schools. On October 1, 1976, 296 of the 447 Montana elementary school districts were classified as third class districts. Of these, 126 were one-teacher schools, 62 were two-teacher schools, and 31 were three-teacher schools. It is to these schools, as well as some schools with more than three teachers, which do not employ a district superintendent or principal that the county superintendent must provide direct supervision (RCM 75-5808).

The Standards for Accreditation of Montana Schools require the county superintendent to provide a minimum average of two days of supervision per teacher per year for these small schools. Actual supervision usually far exceeds this minimum. Direct supervision includes school visitations, orientation and inservice meetings, and in some counties, teacher evaluations. In addition, the county superintendent is one to whom the teacher can turn for guidance in teaching, for assistance in doing required reports, and for help in evaluating textbooks and planning curriculum. Advice on discipline, assistance in dealing with parents and the school board, and professional friendship are also offered.

Other services that may be provided are: (not all may be found in any one county) preparation of a directory and/or handbook for teachers; school bulletin board ideas and helps; free materials; county and multi-county workshops; recommendations for teacher application for certification and employment; dissemination of information regarding new or pending legislation; current school inventories; and a professional and/or audio-visual library.

Services are not restricted to rural schools, but are available to all teachers within the county.

All teaching certificates must be registered in the county superintendent's office. Assistance in renewing certificates is also available. In addition, employment records of all certified personnel are kept to certify years of teaching for retirement purposes.

Thanks to Margaret Brown, Gallatin County, for her contribution to this column.

Deck the halls with care

By Bruce Haddela, Montana Fire Services Training School, Great Falls.

The holiday season is a time to be jolly and carefree - but not careless. During the Christmas season, when homes are trimmed with beautiful but highly flammable decorations, there is a great need for children and adults alike to be alert for possible fire hazards and take extra precautions to prevent fires.

The Christmas tree is a potential fire hazard and care should be taken in its selection, placement in the home and its upkeep. Trees that are cut in the woods just prior to the holiday are the safest. If you have to buy a tree from a lot, check the branches, if they are dry or brittle, select another tree.

Keep the tree outdoors until you're ready to mount it in a stand inside. Cut the trunk at an angle, or diagonally, about one inch above the original cut. This permits more surface area for water absorption. Place the tree trunk in water and occasionally throw water over the branches. This will keep the tree as fresh as possible.

Christmas trees should not be placed near an exit or stairway, as they will block your way out in case of an emergency. Do not place it near a heat source such as a fireplace, radiator, stove, television or light bulb. Support the tree well with a tie wire if necessary. Take your tree out of the house as soon as possible after Christmas.

There are certain hazards to be aware of with an artificial tree. Be sure the green trees are marked "Flame-resistant" because some of them will burn or melt. Some of these trees require certain types of lighting sets so be sure that the proper ones are used. NEVER put lighting sets on metal trees because they can be a shock hazard.

GIFTS, DECORATIONS AND WRAPPINGS

1. DON'T buy flammable plastic dolls, toys or cowboys suits etc. Gasoline or alcohol operated toys are dangerous; they may set fire to your clothing, tree or house.
2. Look for the UL label when buying electrical toys. Don't set up electric trains or motorized toys under a Christmas tree.
3. Dispose of Christmas wrappings as soon as possible. Never permit them to accumulate in the house or to be burned in the fireplace.
4. Use non-combustible material (metal, glass, asbestos etc.) to decorate the house and tree.
5. Be careful with chemistry sets received for Christmas. These sets require adult supervision.

NMC offers European study tour

Northern Montana College has for this coming spring a European Study Tour entitled, "1978 NMC European Study Tour." The dates are: departure-Thursday, Mar. 16, return-Tuesday, Mar. 28, to Havre. The program is available for college credit and is available to other interested persons. For more information please contact: Dr. Arthur Dolman, Department of History and Social Sciences, Northern Montana College, Havre 59501.

Lockers for sale

The Helena Catholic Center has for sale 126 lockers, 12"x72"x15", in excellent condition. For further information please call 442-5825, ext. 32 or write Helena Catholic Center, 530 North Ewing, Helena 59601.

Special Olympics activities scheduled

The Montana Special Olympics State Games will be held on the campus of Montana State University in Bozeman May 17-20, 1978. Head Coach Sonny Holland of the MSU Bobcats will serve as Games Director for the four day event. Competition for Montana's mentally handicapped and physically handicapped youngsters and adults will be held in track and field; bowling; volleyball; swimming; frisbees; and gymnastics. Over 1100 athletes participated last year in Bozeman from more than 75 Montana communities.

A Montana Special Olympics State Basketball Tourney is scheduled for March 3-4, 1978 at the Charles M. Russell Fieldhouse in Great Falls. Twelve teams participated last year from ten Montana cities. Competition will be held for teams and individual run, dribble, and shoot contests. Special Olympics will also introduce soccer programs this year and promotion of winter sports is also planned to give Montana's mentally and physically handicapped youngsters and adults a well rounded year-around opportunity to participate in many competitive and leisure type sports activities and recreation programs. For further information please call or write Don Byers, State Director, 801 2nd Ave. N., Great Falls 59401, phone 791-2272.

Northwest Tribes develop Reading Series

"THE INDIAN READING SERIES: Stories and Legends of the Northwest" is a unique primary-grade, supplementary, language arts program developed by community people from 12 reservations in Oregon, Washington, Idaho and Montana. Materials have now been published and are available from Educational Systems, Inc., of Beaverton, Ore.

Publication of the Series culminates five years of cooperative effort by more than 250 reservation-based planners, writers and artists, working with staff from the Northwest Regional Educational Laboratory in Portland, Oregon. A Policy Board representing the Northwest Indian Community, chaired by Rudy Clements of the Warm Springs Tribe of Oregon, directed development activities and ensured meaningful community input throughout the five-year project.

"The Indian Reading Series" offers a wide selection of student books for levels I, II and III, with accompanying materials for the teacher. The Series was designed to improve reading comprehension, classroom participation and written and oral language skills, when used with a basal reading program. Because the books were written to appeal to the interests and values held by many Indian children, the Series also reinforces for Indian students a positive self-image and pride in being Indian and provides all students and teachers with a greater understanding of the Indian cultural heritage.

The materials were authenticated by the participating tribes, who hold the copyrights, and field-tested with over 1,200 Indian and non-Indian children in 93 classrooms throughout the Northwest. The evaluation results demonstrate that "The Indian Reading Series" has a broad appeal to both Indian and non-Indian users.

Superintendent of Public Instruction Georgia Rice stated that: "The Indian Reading Series" represents a long overdue effort to produce relevant and meaningful language arts materials for schools throughout the Northwest and the nation. These materials should not only assist in improving language arts skills of Indian students, but also should help portray the rich heritage of Indian

people in a positive manner. I encourage the use of 'The Indian Reading Series' by all schools in Montana. These materials complement the intent of Montana's Constitution, Article X, which recognizes 'the distinct and unique cultural heritage of the American Indian and is committed in its educational goals to the preservation of their cultural integrity.'"

The development of the Series, which was funded in 1972 by the National Institute of Education, was endorsed by the Affiliated Tribes of Northwest Indians in response to needs identified by Indian parents and students, tribal leaders and Northwest educators. Major studies indicated that Indian children scored from two to six grade levels lower than other identifiable groups on standardized achievement tests, and the drop-out rate for Indian students over all grade levels was estimated at nearly seventy percent. In fact, some reservations had gone more than four years without having a single student graduate from high school. "The Indian Reading Series" is designed to relieve part of the problem.

Each student set of "The Indian Reading Series" has 20 sequenced, illustrated booklets which focus on legends and contemporary stories from the Plains, Plateau and Coast, representing the Blackfeet, Crow, Northern Cheyenne, Flathead, Fort Peck, Jamestown Clallam, Lummi, Muckleshoot, Skokomish, Warm Springs (Oregon), Fort Hall and Yakima reservations. The Teacher's Module includes an illustrated, easy-to-use Teacher's Manual which incorporates Indian community learning styles and language experience activities, a 30-minute cassette tape of "Little Songs and Indian Dances," and a set of 20 student books with accompanying Activity Cards which provide background information and suggested teaching activities for each book.

The Teacher's Module and student materials for Level I are now available. Materials for Levels II and III are scheduled for release during the 1977-78 school year. Prices and ordering information may be obtained from Educational Systems, Inc., 2360 S.W. 170th Ave., Beaverton, Ore. 97005, (503) 649-7516.

Hand calculators endorsed

It must be recognized that the hand-held calculator is a reality to a majority of students today. Prices have decreased dramatically in the last year to the point where simple four-function machines are common place in most households.

Given these facts, and the valuable contribution that the calculator can make as an instructional aid, the MCTM endorses and encourages the use of the hand calculator in mathematics classes by teachers trained in its use.

It must be understood that this endorsement does not eliminate the need for development, understanding, and learning of basic skills. Basic skills are and will continue to be important. However, as is stated in the Position Paper on Basic Mathematical Skills prepared by the National Council of Supervisors of Mathematics, "the role of computation must be put into its place." Basic skills include more than computation. Problem solving, alertness to the reasonableness of results, estimation, and recognition of appropriate computational skills must also be considered as basic skills. The hand calculator can make a valuable contribution to the teaching of these skills.

The use of the calculator in the classroom is divided into two areas. First, it is a functional tool to facilitate rapid computation. Not only does it save valuable time, and eliminate the need to learn long

and complicated algorithms, its usage may save time for better and more productive instruction.

Secondly, the calculator can be a valuable teaching device. Machines will not replace learning of computational skills, but can facilitate it. The calculator can be a learning tool in the developmental process as are geoboards, rods, blocks etc. The full impact of the calculator as instructional has not as yet been determined. But given skillful, trained, and imaginative teachers, it soon will be.

The hand calculator should have a most significant influence in the area of problem solving. Once students move past the basics, problem solving becomes more important than computational skill. At this level, the student must be able to analyze problems and determine the necessary calculations to obtain solutions. With machines available, students may be motivated to attempt problems which they may otherwise see as impractical, time consuming, or "too hard."

Finally, the calculator can serve as a great motivator to increase student attitude toward and interest in mathematics. Studies in Montana and throughout the nation indicate that there is improvement in the quantity and quality of student achievement, as well as attitudinal improvement when calculators are used in the classroom.

Guidelines noted for release of student information

School administrators who are asked for directory information regarding students, should follow the federal guidelines as quoted below from the Code of Federal Regulations.

Section 45, parts 99.3 and 99.37. 99.3 "Directory information" includes the following information relating to a student: the student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other similar information.

(20 U.S.C. 1232g (a) (5) (A))

99.37 — Conditions for disclosure of directory information.

(a) An educational agency or institution may disclose personally identifiable information from the education records of a student who is in attendance at the institution or agency if that information has been designated as directory information (as defined in section 99.3) under paragraph (c) of this section.

(b) An educational agency or

institution may disclose directory information from the education records of an individual who is no longer in attendance at the agency or institution without following the procedures under paragraph (c) of this section.

(c) An educational agency or institution which wished to designate directory information shall give public notice of the following:

(1) The categories of personally identifiable information which the institution has designated as directory information;

(2) The right of the parent of the student or the eligible student to refuse to permit the designation of any or all of the categories of personally identifiable information with respect to that student as directory information; and

(3) The period of time within which the parent of the student or the eligible student must inform the agency or institution in writing that such personally identifiable information is not to be designated as directory information with respect to that student.

(20 U.S.C. 1232g (a) (5) (A) and (B))



Photo furnished by NW Reg. Ed. Lab.



Correction: Sept.'s list of new films contained an error in catalogue numbering. Please note in the "Heart of Teaching" series the following correct number sequence:

- 8833 — The Parent Crunch
- 8834 — Last Hour Clash
- 8835 — An Eye For Change
- 8836 — A Faculty Feeling
- 8837 — Everyone is Something Else
- 8838 — Teachers' Meeting

No. 8839, *The IQ Myth*, Carouf 1977, 50 min. color
Deals with the role of IQ scores in our society and the current controversy over what the tests really measure. Produced as an NBC Television News Report, it examines how IQ scores have been used in the past to segregate minorities and deny them access to jobs etc. Examines how "cultural bias" affects test scores and discusses alternatives. Numerous experts in the field evaluate the potential for use and misuse of IQ tests and sample questions are shown.
(Education) (Teacher Training)
(Intelligence Testing)
(Inservice Materials) (Segregation)

Thanks for your support! A number of people predicted the end of the Montana State Audio-visual Library when budget restrictions forced us to raise the price to \$5, but teachers and administrators across the state voiced support and, more importantly, ordered their films. Though our new price is 60 per cent higher, the volume of orders is down only 1/3, and we were able to schedule 78 per cent of the original requests. As we continue to increase our collection, we hope to confirm at least 90 per cent of the orders. For those of you who didn't get all the films you wanted, try

No. 8843, *Shaping Progress*, GM 1977 7-12, C,A 14 min. color
Examines the techniques and technology in one of mankind's most basic methods of manufacturing—the art and science of shaping metal.
(Metalwork)
(Founding)
(Automobiles)
(Career Awareness)

No. 8844, *ABC of High Energy Ignition*, GM 1977 7-12, C,A 17 min. color
Animation and live action help explain the basic principles of automotive electricity and point out the differences between the old ignition system and the high energy system.
(Automobiles)
(Engines)

ordering again. There have been about 2000 cancellations since Sept. 1, which should free up some booking dates for the more popular films. We are also buying about \$25,000 worth of new prints of the more popular titles which should be in the library by Thanksgiving. Soon after that we will spend an equal amount on the repair and replacement of prints now in use. So keep up the support and rent another film from our A to Z film rental service.

Among the new titles this fall are two new productions from General Motors. (Remember, they have placed copies of all their ed-

ucational films in our library and any requests they get from Montana will be forwarded to us. It will save you time and effort if you order them directly from us. They are listed in our most recent catalogue supplement and available on the same basis as the rest of the films in the library.) There are also two new titles that are part of the "Montana As Science Sees It" series produced by the University of Montana under a National Science Foundation grant; they were aired over the MTN TV stations last spring.

No. 8845, *Computers in Montana*, UM/NSF 1977 9-12, C,A 25 min. color
Based around the application of computer analysis to livestock feeding operations on a family ranch near Bozeman in an effort to find the most economical and profitable mixture of feed, crops and pasture. Demonstrates the basic components of a data processing system their role and function, and the role of the personnel employed there. Also gives examples of computer use in such areas as small business management, retail and wholesale inventory control, aviation, law enforcement, government and hydro-electric power monitoring at Libby Dam.
(Agriculture-Research)
(Computer Science)
(Montana)
(Career Awareness)

No. 8846 *Montana Mining History: From the Surface to the Source*, UM/NSF 1977 7-12, C, A 25 min. color
Beginning with the first gold strikes in Montana by disappointed gold seekers from the California gold rush, the film covers the importance of gold, silver and copper in the growth of such areas as Bannock, Virginia City, Helena and Butte, using old photographs and reenactments of significant events. The different mining processes such as placer mining, panning and quartz or "hardrock" mining are shown and put in a perspective that also relates to the development of trade routes such as the Missouri River and the Benton Trail.
(Mines and Mining)
(Montana History)
(Gold Mines and Mining)

Schools subject to minimum wage

The Department of Labor and Industry has asked "Montana Schools" to remind all local school districts that they are subject to the Montana minimum wage law. Any questions regarding minimum wage and/or overtime should be directed to the Labor Standards Division, Standards Bureau, Box 202 Capitol Station, Helena, MT 59601 (449-5600).

The Seattle Art Museum will house the exhibition "Treasures of Tutankhamun" from July 15 to Nov. 15, 1978. Museum officials have contacted the Office of Public Instruction asking that reservations for students attending the exhibit be handled on a statewide basis or at least that districts combine their schedules before requesting space.

The following information for Montana is based on a percentage to include public, parochial and private school children. Only grades 5-12 are eligible to participate and there is no admission fee for this exhibit.

1. Montana has been allocated space for 16,800 student and teacher admissions. We ask for a minimum of one adult per 15 students and a maximum of one adult per 10 students. Adults are to be counted as part of the 16,800 admission figure, not in addition to it.
2. Dates and times available to the State of Montana: Monday, Oct. 30, 1978 through Thursday, Nov. 2, 1978. Monday visits are booked from 8:00 a.m. through

4:30 p.m. All other days are booked from 8:00 a.m. through 9:30 a.m. Students will be scheduled in blocks of 300 every 15 minutes, starting at 8:00 a.m. Groups should expect to spend about one hour to walk through the exhibit.

3. The Seattle Art Museum has established Mar. 31, 1978 as a deadline for accepting and scheduling school groups. Requests received after this date will run the risk of available time being filled by people on our waiting lists.

4. For scheduling in district blocks or on a statewide basis please contact by Jan. 10, 1978 either Bob Crebo

Arts in Education
Consultant
Office of Public Instruction
449-3116 or
1-800-332-3402
or Mrs. Pat Bradley
Tour Desk
Seattle Art Museum
P. O. Box C 12279
Seattle, WA 98112
(206) 447-4790

Schedule should include date, time, school district name, or

parochial/private school name, mailing address and total number of students and teachers scheduled. 5. Final reminder/confirmation mailing will spell out the arrangements for actual admittance, bus parking, time of arrival in the waiting area etc.

6. Preparatory materials will be made available to your districts. These will include educational packets, slide sets, learning guides and information on related things to see while in Seattle. Funding for the complete educational package is dependent upon confirmation of a grant from the National Endowment for the Humanities and would be available after Jan. 1978. Distribution of these materials we leave to your judgment.



A black and white portrait of a young woman with dark, curly hair, wearing glasses and a dark jacket, smiling. The photo is oriented horizontally on the page.

This issue of Montana Schools contains an article on the Montana School Testing Service which was started in 1970. My staff and I are very proud of this program for Montanans for Montanans and because it is strictly a voluntary program for local schools. Through this testing service we hope to measure student attitudes as well as knowledge and to encourage local schools to diversify their educational approaches and curricular offerings. As a follow-up to this article, we plan next month in Montana Schools to present an article discussing the pros and cons of competency based testing.

The article entitled "Meet the Press" is especially important to me because I feel improving the image of education is a responsibility shared by all of us. Certainly, Mr. Jerry Whitmer, Montana's Teacher of the Year, has assumed this responsibility and has provided an example of dedication and service to education for all of us to emulate.

A vertical strip of ten different snowflake patterns, each with a unique geometric design, arranged in a column. The patterns are black line art on a light beige background. The designs vary in complexity, from simple six-pointed stars to more intricate, multi-layered hexagonal structures. Some have central dots, some have internal lines forming smaller hexagons, and others have more elaborate, feathery or crystalline branches. The patterns are evenly spaced and oriented horizontally within the vertical strip.

Calendar

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American Vocational Assoc. Convention
Atlantic City, N.J.

Northwest Assoc. of Secondary & High
Schools - Portland, Ore.

Nat. Conference of High School Directors
of Athletics - Omaha, Neb.

Christmas

Jan. 1 New Year's Day
9-20 Winter & Emergency Driving Workshop
 Stevens Point, Wis.
Jan. 30- Feb. 1 Montana Assoc. of Elementary School Principals Conferccc - Helena
30-31 Montana High School Assoc. Annual Meeting - Helena

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